

Amend Ed 506.04 effective 12-21-12 (Document # 10245), by inserting a new (f)(4) and renumber (f)(4) and (f)(5) to (f)(5) and (f)(6) cited and to read as follows:

Ed 506.04 Principal Instructional Leader.

(f) In the area of management of the organization, operation, and resources for a safe, efficient, effective, and positive learning environment, the candidate shall have the ability to:

- (4) Demonstrate the selection, retention and final evaluation procedures for effective supervision of teachers and support personnel.

Amend Ed 506.04 effective 12-21-12 (Document # 10245), by inserting a new (f)(4) and renumber (f)(4) and (f)(5) to (f)(5) and (f)(6) cited and to read as follows:

Ed 506.08 Associate Principal Instructional Leader.

(f) In the area of management of the organization, operation, and resources for a safe, efficient, effective, and positive learning environment, the candidate shall have the ability to:

- (4) Demonstrate the selection, retention and final evaluation procedures for effective supervision of teachers and support personnel.

Readopt with amendments Ed 507.16, previously effective 7-1-06 (Document #8667) as amended effective 10-25-08 (Document #9306), and expired 7-1-14 in paragraph (b), to read as follows:

Ed 507.16 Physical Education Teacher. The following requirements shall apply to the certification of a physical education teacher in grades K-12:

(a) To be certified as a physical education teacher, the candidate shall have at least a bachelor's degree.

(b) The Department of Education shall assess the skills, competencies and knowledge of candidates for certification as physical educators by reviewing evidence such as but not limited to college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.

(1) In the area of scientific and theoretical knowledge:

a. Describe and apply physiological and biomechanical concepts related to:

- 1. Skillful movement;
- 2. Physical activity; and
- 3. Fitness;

b. Describe and apply motor development theory and principles related to:

1. Skillful movement;
 2. Physical activity; and
 3. Fitness;
- c. Describe and apply motor learning theory and principles related to:
1. Skillful movement;
 2. Physical activity; and
 3. Fitness;
- d. Analyze and correct critical elements of motor skill performance;
- e. Identify historical, philosophical, and social perspectives of physical education issues; and
- f. Identify specific federal and state legislation relative to the rights of students;
- (2) In the area of skill-based and fitness-based competence:
- a. Demonstrate or cause to be demonstrated personal competence in motor skill performance for a variety of physical activities and movement patterns including:
 1. Fundamental movement;
 2. Sports-related;
 3. Dance-related; and
 4. Health-related fitness; and
 - b. Demonstrate or cause to be demonstrated performance concepts related to skillful movement in a variety of authentic physical activity environments; and
- (3) In the area of pedagogical content knowledge:
- a. Design and implement lesson and unit plans linked to program and instructional goals that support the needs of all students;
 - b. Develop and implement developmentally appropriate, measurable, performance-based goals and objectives aligned with local, state, and/or national standards;
 - c. Plan and implement progressive and sequential content that is aligned to instructional goals and objectives and addresses the diverse needs of all students;
 - d. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives;

- e. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences;
- f. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment;
- g. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment; and
- h. Demonstrate effective verbal and nonverbal communication that conveys respect and sensitivity.

Adopt Ed 612.21, previously effective 7-24-03 as Ed 612.14 (Doc #7924) as amended effective 7-1-06 (Document #8667), and expired 7-24-11 in (a)-(e),(f)(1),(f)(3) and (h) and expired 7-1-14 in Ed 612.12 intro.,(f) (intro.), and (f)(2), to read as follows:

Ed 612.21 Physical Education. The teacher preparation program for physical education in grades K-12 shall provide the teaching candidate with skills, competencies and knowledge through a combination of academic experiences and demonstrated competency in the following areas:

(a) In the area of scientific and theoretical knowledge:

(1) Describe and apply physiological and biomechanical concepts related to:

- a. Skillful movement;
- b. Physical activity; and
- c. Fitness;

(2) Describe and apply motor development theory and principles related to:

- a. Skillful movement;
- b. Physical activity; and
- c. Fitness;

(3) Describe and apply motor learning theory and principles related to:

- a. Skillful movement;
- b. Physical activity; and
- c. Fitness;

(4) Analyze and correct critical elements of motor skill performance;

(5) Identify historical, philosophical, and social perspectives of physical education issues; and

(6) Identify specific federal and state legislation relative to the rights of students;

(b) In the area of skill-based and fitness-based competence:

(1) Demonstrate or cause to be demonstrated personal competence in motor skill performance for a variety of physical activities and movement patterns including:

- a. Fundamental movement;
- b. Sports-related;
- c. Dance-related; and
- d. Health-related fitness; and

(2) Demonstrate or cause to be demonstrated performance concepts related to skillful movement in a variety of authentic physical activity environments; and

(c) In the area of pedagogical content knowledge:

- 1. Design and implement lesson and unit plans linked to program and instructional goals that support the needs of all students;
- 2. Develop and implement developmentally appropriate, measurable, performance-based goals and objectives aligned with local, state, and/or national standards;
- 3. Plan and implement progressive and sequential content that is aligned to instructional goals and objectives and addresses the diverse needs of all students;
- 4. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives;
- 5. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences;
- 6. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment;
- 7. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment; and
- 8. Demonstrate effective verbal and nonverbal communication that conveys respect and sensitivity.

Rule	Statute Implemented
Ed 506.04 (f) intro and (4)	RSA 21-N:9, II(s)
Ed 506.08(f) intro and (4)	RSA 21-N:9, II(s)
Ed 507.16	RSA 21-N:9, II(s)
Ed 612.21	RSA 21-N:9, II(r)